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ABSTRACT

This document describes the 1993-94 program review process for Austin Community College (ACC), in Texas. First, the goals of program review are briefly reviewed and ACC's mission and instructional philosophy are set forth. The structure and process is then described, indicating that an Instructional Program Review Committee (PRC), formed of two faculty members, two support staff, and administrators, acts as the focal point of review, receiving reports from college-wide PRCs and forwarding recommendations to the Academic Council. This section also indicates that programs are reviewed once within a 5-year period and that the Instructional PRC identifies a program for review; the college-wide PRCs review the Data Collection Instrument (DCI), select chairpersons, and set review dates; after site visits are conducted, the PRCs review results and submit recommendations; and the Academic Council, Cabinet, and President review final reports. Information on the format and content of program review reports is then presented. Finally, the 68-page Instructional Program Review DCI is provided. It contains 14 sections and schedules related to curriculum, faculty, professional development, faculty support services, the program advisory committee/task force, program evaluation, program and college resources, safety, maintaining student records, fair practice, program uniqueness, cost effectiveness, and program effectiveness. (KP)

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ED 373 836

AUSTIN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

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AUSTIN COMMUNITY COLLEGE

INSTRUCTIONAL PROGRAM REVIEW

_____
Name of Program

_____
Semester and Year of Campus Program Review

_____ Division Chair	_____ Campus
_____ Division Chair	_____ Campus
_____ Division Chair	_____ Campus

Names of Faculty Who Assisted in Collecting Information
and/or the Completion of this Instrument

_____	_____
_____	_____
_____	_____
_____	_____

_____ Date of Review by College-wide PRC	_____ Chair, College-wide PRC
_____ Date of Review by IR Committee	_____ Chair, IR Committee
_____ Date of Review by Academic Council	_____ Chair, Academic Council
_____ Date of Review by Cabinet	_____ President

ASPECTS OF QUALITY INSTRUCTIONAL PROGRAMS

Program review is a challenging and exciting task consisting of a combination of efforts to measure:

- NEED - community/societal conditions we attempt to meet
- INTENT - goals and objectives of programs
- RESULTS - effectiveness in meeting goals and objectives
- RESOURCES - what supports the program/what is needed
- QUALITY - how well programs fulfill the mission and instructional philosophy of the College

Program review asks participants to look for VISION, VALUES, and RESULTS demonstrated in academic programs. It should assist the program and the College in identifying strengths and weaknesses, and in reviewing goals, objectives, and performance measures. And, most important, program review must focus intensely on the primary goal of improving student learning.

MISSION

Austin Community College believes that quality programs support and clearly reflect the mission of the institution, which includes the following ideals:

- **QUALITY**
  - Emphasis on teaching
  - High educational standards
  - A faculty and staff dedicated to the success of all students
  - An environment conducive to personal excellence and growth for all students
  - Assurance of transfer of arts/sciences courses to four-year institutions
  - Relevance to employment needs of vocational/technical courses
  - A plan for educational excellence which includes identification of at-risk students
- **FLEXIBILITY**
  - Adapting to our community during times of rapid social and technological change
  - Developing an open curriculum which accommodates rapid change
  - Designing instructional methodologies and providing technological equipment relevant to a changing society
  - Ensuring continued professional competence of faculty and staff at all levels
- **DIVERSITY**
  - understanding our world as one, large, complex community
  - Fostering a genuine appreciation of a multi-cultural community
  - Promoting a genuine belief in the dignity, equality and value of every person
- **ACCESSIBILITY**
  - An open door for all those who wish to attend
  - Assessment of entering student academic abilities
  - A determination to actively seek out those who may benefit from a community college education
  - The belief that every individual should have the opportunity to pursue a higher education
  - A tuition and fee structure which promotes the open door
  - Creative ways to provide services to the community

INSTRUCTIONAL PHILOSOPHY

Austin Community College is committed to the belief that in a free and democratic society, all persons should have a continuing opportunity to develop skills and knowledge as well as to enhance their understanding of the responsibilities in that society. The College takes as its guiding educational principle the proposition that, insofar as available resources permit, instruction should be adapted to student needs. This principle requires both flexibility in instructional strategies and maintenance of high academic standards. The implementation of this philosophy implies the following:

1. Pre-assessment measures, where appropriate, so that students can be advised to enroll in courses at their present skill level;
2. Statement of course objectives and standards so that the student is aware of the requirements for successful completion of the course;
3. Recognition that the responsibility for learning rests with both the student and the instructor; therefore, where appropriate, students may participate with the instructor in planning their progress through a course and in exercising some choice among learning objectives and activities, as determined by the instructor;
4. Repeated opportunities, where appropriate, for the student to achieve the course objectives;
5. Use of student evaluations to improve or revise learning objectives and activities;
6. Substantial consistency of objectives and standards for all sections of the same course, wherever that course may be offered by the College; and
7. Design of courses appropriate to the diverse backgrounds of community college students.

The primary goal of instructional program review is to ensure the long-term success of a program. To this end its objectives are:

1.) to reaffirm the need for the program,
2.) to match resources with existing needs,
3.) to build upon the program's strengths,
4.) to address changing educational needs of the program's students
5.) to revise the program's content or instructional delivery system,
6.) to initiate curriculum and/or staff development changes,
7.) to assure that the College's mission as well as that of the program, are being fulfilled and
8.) to prepare for the College's re-accreditation.

PROGRAMS:

Programs of study are offered in the following areas:

Associate of Arts

Art
Communications
Economics
Foreign Language
General Studies
Government
History
Performing Arts
Psychology
Radio-Television-Film
Sociology

Associate of Science

Biology
Business Administration
Chemistry
Computer Science
Geology
Health & Kinesiology
Mathematics
Physical Science
Physics/Astronomy
Pre-Dental
Pre-Medical
Pre-Pharmacy
Pre-Veterinarian
Pre-Engineering

Associate of Applied Science

Accounting
Air Conditioning & Refrigeration
Automotive Technology
Banking
Building Trades
Business Management
Chemical Technology
Child Development
Commercial Art
Computer Information Systems
Credit Union Management
Criminal Justice
Electronic Technology
Engineering Design Graphics
Fire Protection Technology
Human Services
Information and Records Management
Insurance
Land Surveying Technology
Legal Assistant
Manufacturing Technology
Marketing
Medical Laboratory Technology
Mid-Management
Nursing
Occupational Therapy Assistant
Office Systems Technology
Paramedic Technology
Photographic Technology
Physical Therapist Assistant
Printing
Property Tax Appraisal
Quality Assurance Technology
Radiologic Technology
Real Estate
Technical Communications
Welding

Certificate Programs

Air Conditioning & Refrigeration
Automotive Technology
Building Trades
Child Development
Business Management
Child Development
Diagnostic Medical Sonography
Desk Top Publishing
Electronics Technology
Engineering Design Graphics
Financial Management
Human Services
Land Surveying
Long Term Health Care Administration
Marketing
Nursing (Vocational)
Office Systems Technology
Photographic Technology
Quality Assurance
Surgical Technology
Welding Technology

STRUCTURE

Instructional Program Review Committee

To implement instructional program review, an Instructional Program Review Committee (IRC) has been formed. Members serve staggered two-year terms, except as stated otherwise. This committee is comprised of:

1. A faculty member selected from the Arts and Sciences and one from the Vocational/Technical Education areas, respectively. Faculty members will be appointed by the President based upon Academic Council recommendations.
2. Two members are selected from those offices which provide instructional support services (Financial Aid; Student Services; Admissions and Records; Learning Resource Services; Non-Traditional Instruction; Faculty and Professional Development; Off-Campus Operations; Data Processing Services; etc.). These members are also appointed by the President.
3. Each of the three Campus Vice Presidents alternate one year terms on the committee.
4. The Chief Academic Officer and., the Associate Vice President of Academic Affairs alternate membership on the committee annually.

This committee is the focal point for the program review process and will receive and hear reports from ad hoc college-wide Program Review Committees (PRCs). Based on these reports, the IRC will forward recommendations to the Academic Council which, in turn, reviews the recommendations and approves or disapproves before submitting them to the Cabinet as an information item. Final review of the findings and recommendations is made by the President. The President's signature on the cover page signifies acceptance of each program review report.

During the first year of implementation the Instructional Review Committee and the current Program Review Committee will evaluate the programs. After the first year, the IRC named above is responsible for conducting instructional program review through college-wide PRCs.

College-wide PRC

Two College-wide Program Review Committees (PRCs) will be formed to serve one year terms. Each PRC will be composed of three faculty members appointed by the President and a liaison from the IR Committee (IRC) voted upon by its membership. Members of these PRCs each receive release time for one course during both the fall and spring semesters. The PRC chairperson is selected from its appointed faculty membership by the committee members. The College-wide PRC's will be formed to operate independently. Each committee will be assigned to review three to four programs per semester.

Regardless of whether a program is on a single campus or is a multi-campus based program, a single-three member PRC will serve as the review team. The review team will visit each program on-site and hear individual program reports. The PRC is responsible for bringing these reports together into one consolidated report which is presented to the IRC.

Departmental Committee

The contact person(s) for a specific program will be the Division Chairperson(s) who will be responsible for informing the appropriate Department Head(s) of the program which is to undergo the review process. The Department Head(s) will designate any number of faculty teaching in the program to assist in data collection and completion of the Instructional Program Review Data Collection Instrument.

Initially, programs will be selected for review on a randomly assigned basis, maintaining a once-in-five-year cycle. However, some programs may undergo the review process either by special request of the appropriate Division Chair(s) or by designation as a priority program by the Academic Council. The Division Chair(s) of a selected program will be notified of its selection one semester prior to the initiation of the program's review. The academic year prior to notification will serve as the year for which program review information will be collected and recorded in the data collection instrument. For example, when a program is notified in the fall semester that it is to be reviewed in the spring, the data to be collected will be for the prior academic year. This process will allow the fall semester for the program to collect its data.

PROGRAM REVIEW PROCESS

The 1993-94 academic year is designated as the time for piloting the Instructional Program Review Data Collection Instrument and the review process. Three programs will be designated for this demonstration. Thereafter, each program will be reviewed once within a five-year period unless otherwise specified as a direct result of the review process. The process to be followed for both the pilot test and the actual implementation is outlined below. The President appoints faculty members to serve on the College-wide PRC's:

1. The IR Committee (IRC) notifies the respective Division Chairpersons of the program's selection at the start of the preceding semester (fall or spring). This information is forwarded to Academic Council and Cabinet.
2. College-wide PRCs convene to review the Instructional Program Review Data Collection Instrument (DCI) and process, select a committee chairperson, and set dates for conducting the process.
3. The Division Chairperson notifies the Department Head(s) of the start of the program review process. The Department Head selects faculty members to assist in data collection and completion of the Instructional Program Review Data Collection Instrument (DCI).
4. The Division Chairperson(s)\Department Head(s) meet with IRC to outline the program review process, their participation in the process and that of their faculty.
5. Departmental Committee(s) work to complete the data collection instrument (DCI) based on data from the prior academic year.
6. The Departmental Committee(s) submit the completed DCI and supporting documents to the designated PRC. In addition to the DCI, supporting documents for the program data presentation may include program brochures, ads, slides, overhead projector, videotape and/or live presentations.
7. The PRCs convene to review the completed DCI and schedule site visits with the appropriate personnel (Division Chairpersons, Department Heads, faculty, and students).
8. The PRCs conduct site visits to review documentation of information reported in the DCI; interview program personnel; view classroom, office, and/or laboratory space; and inventory equipment.
9. PRCs review site visit results, draft a report of findings and recommendations, and send it to the departmental committee; copies go to the Division Chair(s)/Department Head(s) and Task Force/Advisory Committee.

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10. The departmental committee responds in writing to the PRC. The response can include findings, conclusions, action items with timelines or objections to the findings, recommendations, and minority issues, if necessary.

11. The Task Force/Advisory Committee reviews the draft of the final report and responds in writing to the PRC. This response may include minority issues if necessary.

12. The PRCs review departmental committee and Task Force/Advisory committee responses, finalize their reports and submit those reports to the IRC. The PRCs make oral presentations of their findings and recommendations. Division Chairpersons and Department Heads can address the IRC at this time.

13. The IRC forwards the written report(s) to Academic Council with its own comments on conclusion of its review. The Chairperson of the respective PRC signs the signature page of reports and is responsible for scheduling an oral presentation before the Academic Council.

14. The Academic Council reviews the reports, comments appropriately, and forwards the reports to the Cabinet as an information item. The Academic Council Chairperson signs the reports' signature pages and schedules an oral presentation for the Cabinet.

15. The Cabinet reviews the report and may forward comments to the President.

16. The President accepts the report and signs to indicate the report results are final. Acceptance of the report(s) does not mean the President has agreed to all recommendations made in the report.

17. The Division Chairperson(s)/Department Head(s) present a follow-up report to the Academic Council indicating resolution of recommendations.

18. The Campus Vice President makes interim reports to IR committee on non-probationary programs two years after reviews are completed.

Instructional Program Review Events Calendar

Event #	Fall Review	Spring Review
1	January	August
2	February	September
3	February	September
4	February	September
5	February-April	September-November
6	May	December
7	May	December
8	August-September	January-February
9	September	February
10	October	March
11	October	March
12	November	April
13	December	May
14	January	June
15	January	June
16	January	June
17	June	December
18	January, 2 years later	June, 2 years later

Instructional Program Review Process

Order of Activities	Responsible Parties							
	IRC	PRC	DC/DH	DEPTC	TF/ADV	AC	CAB	PRES
1	Notifies DC of program's selection for review and forwards information to Academic Council							
2		Reviews Instructional Program Review Data Collection Instrument (IPRDCI) Reviews IPR Process Selects chairperson Sets dates for conducting process						
3			Notifies DH of beginning of review process Selects faculty members to assist in data collection and completion of IPRDCI					
4	DC/DH Meets with IRC to outline review process							
5				Completes IPRDCI with data from previous year				
6				Submits completed IPRDCI and supporting data to PRC (Data may include brochures, ads, slides, videotapes, and live presentations)				
7		Reviews completed IPRDCI Schedules site visits						
8		Conducts site visits to review documentation of IPRDCI Interviews program personnel views classroom, office and/or laboratory space, and inventories equipment						
9		Meets to review results of the site visits and writes draft report with findings and recommendations for submission to DEPTC and TF/ADV Sends copy of report to DEPTC and TF/ADV						

IRC Instructional Review Committee
DEPTC Departmental Committee/Task Force/Advisory Committee
CAB Cabinet
PRC Program Review Committee
TF/ADV Task Force or Advisory Committee
PRES President
DC/DH Division Chair/Department Head
AC Academic Council
IPRDCI Instructional Program Review Data Collection Instrument

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Order of Activities	Responsible Parties							
	IRC	PRC	DC/DH	DEPTC	TF/ADV	AC	CAB	PRES
10				Review draft of final report and respond (oral or written) to PRC (including minority issues if necessary)				
11					Review draft of final report and respond (oral or written) to PRC (including minority issues if necessary)			
12		Reviews DEPTC and TF/ADV input. Finalizes report and forwards to IRC						
13	Forwards written report(s) with comments to Academic Council when review completed. Chair signs reports(s) and schedules oral presentation to Academic Council							
14						Reviews report(s), comments, finalizes recommendations, and forwards to Cabinet. Chair of Academic Council signs report		
15							Reviews report, modifies and forwards recommendations	
16								Accepts and signs report
17			Presents follow up report to AC indicating resolution of recommendations					

IRC Instructional Review Committee
DEPTC Departmental Committee/Task Force/Advisory Committee
CAB Cabinet
PRC Program Review Committee
TF/ADV Task Force or Advisory Committee
PRES President
DC/DH Division Chair/Department Head
AC Academic Council
IPRDCI Instructional Program Review Data Collection Instrument

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FORMAT AND CONTENT OF THE

INSTRUCTIONAL PROGRAM REVIEW REPORT

The report submitted by the PRC should include the following items:

1. Signature Page
2. Program Summary (strengths and weaknesses not to exceed five double-spaced typewritten pages)
3. Findings and Recommendations
4. Completed Instructional Program Review Data Collection Instrument
5. Documentation
6. Program Review Questionnaire

The PRC discusses program issues in terms of findings and recommendations. Its report will specify items the PRC considers important to the program's viability. For each negative finding, the committee will recommend action to be taken. The instructional program review will result in an overall evaluative statement in one of three categories:

1. **Acceptable**. The review has been satisfactory, with attention to be drawn to specific recommendations (#3 above). The program will, therefore, be reviewed again in a regularly scheduled 5-year cycle.
2. **Probation**. The program review has identified serious deficiencies. The program will be reviewed again during the following academic year but will remain in the Probation category.
3. **Termination**. The review has resulted in placement of a program in the Probation category for two years. If the third Program Review indicates deficiencies still exist, the program will be recommended for termination with right of appeal to the Academic Council, Cabinet, and President in that order. The Division Chair(s) will be responsible for scheduling each appeal before the appropriate organizational unit.

Instructional Program Review Criteria

The criteria used during the instructional program review process are:

1. Curriculum
2. Faculty
3. Professional Development
4. Faculty Support Services
5. Program Advisory Committee(AC)/Task Force(TF)
6. Program Evaluation
7. Program Resources
8. Use of College Resources
9. Safety
10. Student Records
11. Fair Practice
12. Program Uniqueness
13. Cost Effectiveness
14. Program Effectiveness

INSTRUCTIONAL

PROGRAM REVIEW

DATA COLLECTION INSTRUMENT

(to be completed by instructional

program personnel)

INSTRUCTIONAL PROGRAM REVIEW

DATA COLLECTION INSTRUMENT

Y =Yes
N =No
NA=Not Applicable

I. Curriculum

The program of study must have written goals and objectives that support the purpose and mission of the College.

The program must have an orderly and identifiable sequence of courses leading to the degree or certificate.

Degree programs must contain a minimum of 15 semester hours as a basic core of general education courses (from the approved list in the College catalog), including:

- 3 hours of written communication
- 3 hours of oral communication (or an oral proficiency exam)
- 3 hours of math
- 3 hours of social/behavioral science
- 3 hours from the approved list of general education courses (6 hours if a course in oral communication is not required)

The program must have an established process by which the curriculum is reviewed and evaluated. In vocational-technical programs, the curriculum must be evaluated on a regular basis by an advisory committee made up of practitioners in the field to ensure there is an effective relationship between curriculum content and current practices in the field. In all other programs, the curriculum must be evaluated by an instructional task force.

Vocational-technical programs must adhere to the Guidelines for Technical Programs as established by the Texas Higher Education Coordinating Board, which includes the requirement of a competency-based format for the curriculum and basic workplace transferable skills, such as those defined by the Secretary's Commission on Achieving Necessary Skills (SCANS) report. (This document is available in the office of the Chief Academic Officer.)

Methods of instruction must help fulfill the goals of the course and be appropriate to the abilities of the student. The program should have articulation agreements, where appropriate, with programs at upper division institutions to ensure transferability of its courses.

In vocational-technical program with external learning experiences for which credit is awarded, there must be evidence that the College has ultimate control and supervision of the educational activities.

1. List the program goals and objectives. Attach additional pages as needed.

Goals (vision)	Objectives (action)

2. The program specifically contributes to the institution's goals and objectives by:

3. List the degree plan(s) in the program.

4. Please attach a copy of the required courses for each degree plan as they appear in the College Catalog.

5. The program's statement of requirements specifies:

   a. the number and distribution of general credits to be completed

   __Y __N

   b. the minimum and maximum credits to be earned in the major or area of concentration

   __Y __N

   c. the competencies (reading, writing, oral communications, and fundamental mathematical skills) which students must acquire in order to receive each certificate or degree

   __Y __N

   d. in vocational-technical programs the objectives are in competency-based format

   __Y __N __NA

   e. in vocational-technical programs basic workplace-transferrable skills (SCANS) are identifiable:

   __Y __N __NA

6. Complete Attachment A.

7. The program has been reviewed by its Program Advisory Committee (AC) or Task Force(TF).

__Y __N

Date of review_____

Were changes were recommended?

__Y ___N If yes, describe program changes made.

8. For programs with external learning experiences, the College has ultimate control and supervision of the educational activities.

__Y __N __NA If no, please explain.

9. Write a narrative analysis summarizing your findings and explain the implications for change in the curriculum.

II. Faculty

The program must have an orderly process for interviewing and recommending faculty for appointment, based on College policy.

The program ensures that in each curricular area in which a major in a degree program is offered, at least one full-time faculty member with appropriate credentials has the primary teaching assignment.

All full-time and part-time faculty members teaching courses at the associate degree level (in humanities, fine arts, social and behavioral sciences, natural sciences, mathematics, and when taught as pre-baccalaureate courses, education and business administration) have completed at least 18 graduate semester hours in their teaching field and hold a master's degree, or hold the minimum of a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

All full-time and part-time faculty members teaching courses in professional, occupational and technical areas (other than physical activities courses) that are components of associate degree programs designed for college transfer, or where substantial numbers of students do transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.

All full-time and part-time faculty members teaching credit courses in professional, occupational, and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching.

Faculty members who teach non-degree diploma or certificate occupations courses must have special competence in the fields in which they teach. Documentation of work experience, certifications, and other qualifications must be on file.

Faculty who teach adult basic education or basic computation and communication skills in non-degree occupational programs must hold a bachelor's degree.

Faculty who teach in remedial programs must hold a bachelor's degree in a field related to their teaching assignment and have either classroom experience in a field related to their teaching assignment or graduate training in remedial education.

All part-time faculty must meet the same requirements for professional and experiential preparation as full-time faculty.

All exceptions to the fulfillment of faculty requirements must be justified on an individual basis and approved by the campus dean. Documentation of approval of these exceptions must be on file in the program office.

Faculty workloads must be in compliance to the College workload policy. All exceptions to the policy must be approved and documented by the appropriate academic administrator. Committee responsibilities and other non-instructional assignments must be equitably and reasonably assigned.

All faculty must be evaluated at least annually by their supervisors and by their students using the standard College evaluation process. The program must demonstrate that it uses the results of this evaluation for the improvement of the faculty and the educational program.

All faculty must have adequate supervision by their academic supervisors.

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1. Complete Attachment B.

2. Teaching experience (at ACC and other post-secondary institutions). Write the number of faculty in each range.

	a. Full-time	b. Part-time
0-1 year:	_____	_____
1-5 years:	_____	_____
6-10 years:	_____	_____
11-15 years:	_____	_____
16-20 years:	_____	_____
More than 20 years:	_____	_____
Total (faculty)	_____	_____

3. Non-teaching work experience relevant to teaching field (vocational-technical faculty). Write the number of faculty in each range.

	a. Full-time	b. Part-time
0-1 year:	_____	_____
1-5 years:	_____	_____
6-10 years:	_____	_____
11-15 years:	_____	_____
16-20 years:	_____	_____
More than 20 years:	_____	_____
Total (faculty)	_____	_____

4. Faculty in humanities, social and behavioral sciences, natural sciences, mathematics and, when taught as pre-baccalaureate courses, education and business administration, have completed at least 18 graduate hours in their teaching field.

a. Full-time faculty __Y __N __NA

b. Part-time faculty __Y __N __NA

If no to either "a" or "b", give numbers not meeting this standard. Attach a list of these instructors and a corresponding list of courses each teaches.

5. All faculty (as defined above) hold a master's degree.

   a. Full-time faculty __Y __N __NA

   b. Part-time faculty __Y __N __NA

   If no to either "a" or "b", attach a list of these instructors.

6. Technical specialty faculty in associate degree programs have both academic preparation and work experience.

   __ Y __N __NA

7. Developmental Studies faculty

   a. Hold a bachelor's degree in a field related to their teaching assignment.

   __Y __N __NA

   b. Have classroom experience in a field related to their teaching assignment or graduate teaching experience in remedial education.

   _____Y _____N __NA

8. Exceptions to faculty academic and\or professional preparation requirements have been approved by the Campus Vice President and documentation is maintained in the Human Resources office.

   _____Y ____N _ NA

9. All faculty have been evaluated within the last year.

   __Y __N If no, please explain.

   Instructional skill/competency:

   a. Full time b. Part-time

   Rapport:_____ _____

   Feedback/grading:_____ _____

   Punctuality:_____ _____

10. All part-time faculty are adequately oriented and supervised.

    __Y ___N If no, please explain.

11. All faculty workloads are consistent with college policy.

    _____Y __N ____ If no, please explain.

12. Write a narrative analysis summarizing your findings and explain the implications for hiring and retention of faculty.

III. Professional Development

All new full-time and part-time faculty must participate in the College orientation and be provided a faculty handbook.

The program must provide faculty members the opportunity to continue their professional development and must demonstrate that such development takes place.

1. Complete Attachment C for each full-time faculty member. (Provide written details in addition to numerical information.) Document by stating specific dates, articles, conferences, etc.

2. List the number of instructors who participated in professional development activities at ACC in the past year.

   a. Full-time _____

   b. Part-time _____

3. List the percentage of part-time instructors who attended orientation during the past semester.

   _____% ___NA

4. The program has a formalized process to inform full and part-time instructors about the College's resources.

   _____Y ___N If no, please explain.

5. Program orientation for new and returning faculty includes information on the following: (Circle the most appropriate response.)

   a. Opportunities for mini-grants

   Never Seldom Sometimes Most of the time Always

   b. Staff development workshops

   Never Seldom Sometimes Most of the time Always

   c. College newsletters

   Never Seldom Sometimes Most of the time Always

   d. Professional development materials

   Never Seldom Sometimes Most of the time Always

   e. Parallel Studies

   Never Seldom Sometimes Most of the time Always

f. Learning Resource Services

Never Seldom Sometimes Most of the time Always

g. Student Services

Never Seldom Sometimes Most of the time Always

h. Importance of mentoring

Never Seldom Sometimes Most of the time Always

i. Faculty handbook

Never Seldom Sometimes Most of the time Always

6. All new instructors are assigned a mentor.

a. Full-time

Never Seldom Sometimes Most of the time Always

b. Part-time

Never Seldom Sometimes Most of the time Always

7. The quality of mentoring in the program is evaluated systematically.

Never Seldom Sometimes Most of the time Always

8. Program-specific inservice training is provided within the division for its part-time instructors.

__Y __N

Describe inservice training procedures, or lack thereof. Attach additional pages if needed.

9a. The program provides release time for conference/workshop attendance by its (circle the most appropriate response.)

i. Full-time faculty

Never	Seldom	Sometimes	Most of the Time	Always

ii. Part-time faculty

Never	Seldom	Sometimes	Most of the Time	Always

Describe how faculty members are selected for attendance of conferences/workshops.

10. The program provides travel costs for conference/workshop attendance by its

i. Full-time faculty

Never	Seldom	Sometimes	Most of the Time	Always

ii. Part-time faculty

Never	Seldom	Sometimes	Most of the Time	Always

11. Write a narrative analysis summarizing your findings and explain the implications for improving professional development.

IV. Faculty Support Services

The program must have access to sufficient staff and/or support services in order to adequately provide instruction. This should include:

- secretarial or work study support
- lab/teaching assistants, where needed
- computer support services
- duplication services
- bookstore support
- instructional support in terms of reference materials and educational technology

The program must have adequate administrative, faculty, and support staff office space.

Access to computers, as well as computer support services and computer inservice education, must be made available to all faculty and program staff.

1a. List the classification and corresponding number of staffing table clerical support staff.

	Classification	Number of Positions
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

b. List the hourly staff/total faculty ratio: _____

c. List the work study students/total faculty ratio: _____

d. List the total number of hours during which lab/teaching assistants work per week: _____

2. Rate each of the following: (Circle the most appropriate response.)

a. The program's administrative office space (size) is

Below Standard	Slightly Below Standard	Meets Standard	Slightly Above Standard	Above Standard

b. The program's office space for full-time faculty is

Below Standard	Slightly Below Standard	Meets Standard	Slightly Above Standard	Above Standard

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c. The program's office space for part-time faculty is

Below Standard	Slightly Below Standard	Meets Standard	Slightly Above Standard	Above Standard

d. Availability of computers for full-time faculty

Unacceptable Poor Fair Good Excellent

e. Availability of computers for part-time faculty

Unacceptable Poor Fair Good Excellent

f. Availability of computer support services for faculty

Unacceptable Poor Fair Good Excellent

g. Adequacy of on-campus duplication services

Unacceptable Poor Fair Good Excellent

h. Adequacy of duplication services at DAO

Unacceptable Poor Fair Good Excellent

i. Adequacy of bookstore services

Unacceptable Poor Fair Good Excellent

j. Adequacy of library or learning resources and instructional support services

Unacceptable Poor Fair Good Excellent

3. Write a narrative analysis summarizing your findings and explain the implications for improving faculty support services.

V. Program Advisory Committee(AC)/Task Force(TF)

Each program which employs full-time faculty at more than one location must have an instructional task force, made up of all full-time instructors in the program and at least one part-time instructor, if part-time faculty are utilized in the program.

Each technical-vocational program must have an advisory committee made up of practitioners in the field to ensure there is an effective relationship between curriculum content and current practices in the field. This list of advisory committee members must be updated annually. This committee must meet at least annually, but should meet more frequently.

Instructional task forces and advisory committees must be active in influencing decisions about program content, instructional methodology, program evaluation, and physical facilities and support service.

Minutes of all meetings of these committees must be maintained and distributed to all committee members, Campus Vice Presidents, and theChief Academic Officer.

1. The AC/TF includes members from a representative cross-section of the business and industries within the community or state.

   __Y __N __NA

2. The AC/TF meets _____ (number of) times a year.

3. The AC/TF records and maintains the minutes of each meeting. Circle the most appropriate response.

   Never Seldom Sometimes Most of the Time Always

4. AC/TF members:

   a. Attend meeting

      Never Seldom Sometimes Most of the Time Always

   b. Provide information

      Never Seldom Sometimes Most of the Time Always

   c. Provide advice on current job needs (does not apply for TF)

      Never Seldom Sometimes Most of the Time Always

   d. Provide advice on the relevance of the institution in meeting current job needs (does not apply for TF)

      Never Seldom Sometimes Most of the Time Always

   e. Provide assistance in program evaluation

      Never Seldom Sometimes Most of the Time Always

5. AC/TF recommendations have influenced decisions about

a. Content of program

Never Seldom Sometimes Most of the Time Always

b. Standardized syllabi

Never Seldom Sometimes Most of the Time Always

c. First day handouts

Never Seldom Sometimes Most of the Time Always

d. Sequencing of courses

Never Seldom Sometimes Most of the Time Always

e. Program modification

Never Seldom Sometimes Most of the Time Always

f. Teaching methodology

Never Seldom Sometimes Most of the Time Always

g. Instructional materials

Never Seldom Sometimes Most of the Time Always

h. Textbook choices

Never Seldom Sometimes Most of the Time Always

i. Laboratory equipment

Never Seldom Sometimes Most of the Time Always

j. Student employability/transferability

Never Seldom Sometimes Most of the Time Always

k. Student assessment

Never Seldom Sometimes Most of the Time Always

l. Student placement

Never Seldom Sometimes Most of the Time Always

m. Student advisement

Most of

Never Seldom Sometimes the Time Always

6. The AC/TF has helped extend the program into the community.

Never Seldom Sometimes Most of the Time Always

Describe the activities. Attach additional pages as needed.

7. The AC/TF supports the program by influencing (does not apply for TF)

a. Donations of equipment

Never Seldom Sometimes Most of the Time Always

b. Money from their respective companies

Never Seldom Sometimes Most of the Time Always

c. Other (Please specify)

Never Seldom Sometimes Most of the Time Always

8. Full-time faculty members participate in AC/TF

a. Activities

Never	Seldom	Sometimes	Most of the Time	Always

b. Recommendations

Never	Seldom	Sometimes	Most of the Time	Always

c. Other

Never	Seldom	Sometimes	Most of the Time	Always

9. Write a narrative analysis summarizing your findings and explain the implications for effectiveness of advisory committees and task forces.

You may attach supporting data such as: role and function of advisory committees or task forces at ACC; agendas of meetings for last two years; minutes for last two years; list of committee members, their credentials, and their employers; curriculum changes based on AC/TF recommendations; and equipment, money or other resources contributed by AC/TF members or their employers.

VI. Program Evaluation

Instruction must be regularly evaluated and evidence collected to demonstrate that efforts are made within the program to improve instruction and that goals and objectives are being achieved. Methods of evaluation may include the use of standardized tests and comprehensive examinations and the sampling of the opinions of former students. Additional evaluation may include outcome measures such numbers of course completers, numbers of transfers to universities, number of completers who are employed, certification results, total of earnings of students over a base period, number of students completing remediation who then pass GED or TASP, and numbers of minority students in each of these categories.

Programs requiring external accreditation must be able to demonstrate their status in the accreditation process and show active participation in achieving the highest quality possible in the accreditation process.

Programs in which graduates are required or strongly encouraged to take certification exams must provide evidence that the results of the past three years of examinations have been evaluated and that the evaluation is reflected in changes to the curriculum and/or other aspects of the program.

<u>The following is for vocational-technical programs only:</u>

The program must have a formal graduate evaluation system which includes surveys of the satisfaction level of graduates and their employers. The program must be able to demonstrate that, of those graduates desiring employment in their field of study, at least 85% of those graduating in the last three years have acquired employment in their field within one year of graduation.

The program must have produced a minimum of 9 graduates over the past three years.

The program must be able to demonstrate that the results of all evaluation systems are used in program improvement.

1. The program has formal mechanism(s) of program evaluation by students other than the annual student evaluation of full-time and part-time faculty.

   ___Y ___N ___NA If no, please explain.

   a. If yes, attach evaluation form.

   b. If yes, how are the data evaluated? Attach additional pages if needed.

c. How are the data used in curriculum planning?

d. How are the data used in revising the curriculum?

If not used, please explain.

2 The program has a formal graduate evaluation system.

___Y ___N If no, please explain.

a. If yes, attach evaluation form.

b. If yes, how are the data evaluated?

How are the data used in curriculum planning?

How are the data used in revising the curriculum?

If not used, please explain.

3. The program surveys employers of graduates.

___Y ___N If no, please explain.

a. If yes, attach evaluation form.

b. If yes, how are the data evaluated?

How are the data used in curriculum planning?

How are the data used in revising the curriculum? If not used, please explain.

c. If yes, comment on employer satisfaction with graduates' training.

For vocational-technical programs only:

4. The percentage of graduates who are employed in this field within six(6) months of graduations is ____ %

   The average pay rate/hour for the program's graduates is $_____

5. List the program's accrediting agency and describe the current accreditation status of the program (if applicable).

6. List the number and percent of graduates who have passed licensure or certification exams for the past three years (if applicable).

Total Taking	Total Passing	Percent Passing
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Write a narrative analysis summarizing the implications of your findings regarding evidence of ongoing program evaluation.

VII. Program Resources

The program should have adequate faculty, instructional support staff, and space for instruction as defined by standards for the discipline and according to the number of students enrolled.

Sufficient equipment and personnel should be available for the number of students enrolled. Equipment should be instructionally operational and modern enough to provide at least fundamental concepts of current technology. The program should have plans for upgrading and replacing equipment and should be able to demonstrate that capital equipment funds have been requested through the budget process.

The amount of money budgeted should be sufficient to purchase, maintain and repair adequate equipment and supplies and to support other departmental operations. The program must maintain an inventory of equipment and supplies and ensure adequate security for equipment and supplies.

All instructional areas, including locker room and lavatory facilities, must be accessible to the mobility impaired.

Faculty resources are addressed under II.

1. Complete Attachment D on program resources.

2. There are "standards" for adequate space for this discipline. If yes, specify standards' source.

___Y ___N

Describe the standards for space.

3. Complete Attachment E concerning the program's instructional equipment.

4. The amount budgeted for equipment which is essential to the program is: (Circle the most appropriate response.)

Unacceptable Poor Fair Good Excellent

5. The amount budgeted for equipment repairs during the previous three fiscal years has been:

Unacceptable Poor Fair Good Excellent

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6. The amount budgeted for supplies to support the program during the previous three fiscal years has been:

Unacceptable Poor Fair Good Excellent

7. Supplies are kept in a secure location

___Y ___N

8. The program's staff is able to track

a. Access to supplies

___Y ___N

b. Number of supplies used

___Y ___N

c. Reorder point for supplies

___Y ___N

d. Inventory of supplies

___Y ___N

9. Attach a copy of the program's budget for the current and last fiscal year.

10. Describe your suggestions and needs in the five (5) areas listed below. Include the impact (increase in enrollment, cost per student hour, etc.) of any proposed additions you make. Attach additional pages if needed.

Space (type, amount)

Staff (type/number of hours per week)

Equipment (description, price)

Repairs (amount)

Supplies (amount)

Write a narrative analysis summarizing your findings.

If you cited any inadequacies, describe the negative impact they have on your program and what differences it would make if they were "fixed." Attach additional sheets if needed.

VIII. Use of College Resources

The program must provide evidence that its students are given information about College resources. Such information should include:

- Parallel Studies
- Learning Resource Services
- Student and Counseling Services
- Computer Centers

1. How do the program's instructors give students information on the following resources? (Approximate the percentage for each method.)

Career Planning Center	___handout	___speaker	___referral	___other	___none given
Financial Aid	___handout	___speaker	___referral	___other	___none given
Parallel Studies	___handout	___speaker	___referral	___other	___none given
Library	___handout	___speaker	___referral	___other	___none given
Student Services	___handout	___speaker	___referral	___other	___none given
CBI Computer Center	___handout	___speaker	___referral	___other	___none given

2. Complete Attachment F on the use of college resources.

3. Write a narrative analysis summarizing your findings and explain the implications your findings have on the use of college resources.

IX. Safety

The program must provide a safe, secure environment for students, faculty and staff. There must be sufficient work stations for the number of enrolled students. All operating equipment, tools and supplies must be in good working condition.

Emergency exits must be well-marked and convenient. Fire extinguishers and all other appropriate safety equipment must be well-marked,, accessible, and routinely checked. Personal protective devices must be provided to all students, faculty and staff when they handle hazardous or potentially hazardous equipment or materials.

All hazardous wastes must be disposed of in an approved manner.

The program must have a regularly evaluated safety plan which includes:

- Fire safety
- Emergency exits
- The use and disposal of hazardous equipment and materials

1. Sufficient number of work stations exists for all enrolled students (if applicable)

Y N NA

2. Safety guards, emergency shut-off switches, and other safety features are found on all operating equipment.

Y N NA

3. Emergency exits are well marked and convenient for all individuals, including physically disabled students.

Y N

4. Fire extinguishers and other safety equipment are well marked and accessible for all individuals.

Y N NA

5. Safety glasses, apron, insulated gloves, latex gloves, face masks, etc , are used by students, staff, clients, and visitors during the use of hazardous equipment or materials.

Never Seldom Sometimes Most of the Time Always

6. Hazardous wastes are disposed in an approved manner.

Never Seldom Sometimes Most of the Time Always

7. Equipment is inspected as required by local safety standards.

Y N NA

8. Safe storage is provided for supplies, tools, and equipment.

Y N NA

9. Fire drill procedures are posted.

Y N If no, please explain.

10. Acoustics, ventilation, and lighting are adequate for student learning and health.

Y N If no, please explain.

11. Safety procedures are reviewed annually and improved when necessary.

___Y ___N If no, please explain.

12. Tools, equipment, and supplies are in good working condition. (Circle the most appropriate response.)

Never	Seldom	Sometimes	Most of the Time	Always

13. Tools, equipment, and supplies are comparable to those found in the occupation for which the students are being prepared.

0%	25%	50%	75%	100%

14. Location and availability of locker, lavatory, and other program facilities facilitate enrollment by male, female, or physically disabled students.

___Y ___N If no, please explain.

15. Write a narrative analysis summarizing and explaining the implications of your findings.

X. Student Records

Student records must be maintained according to the guidelines established by the "Family Educational Rights and Privacy Acts of 1974" (the Buckley Amendment) governing students' rights to privacy.

Student records must be in accordance with guidelines established by any federal and/or accreditation agency governing the program.

Specific criteria by which grades for a course or program of study are calculated must be made known to the students in a timely manner.

The program must be able to document that transcript evaluations, course substitutions and waivers, and degree approval plans are processed and returned in a timely manner.

Student work evaluated for credit and records related to that work are maintained in the department or division office for the current and subsequent term.

Official student records are housed only in the College Admission and Records Office.

1. Instructors and staff are familiar with and adhere to the guidelines established by the "Family Educational Rights and Privacy Acts of 1974" (the Buckley Amendment) governing students' rights to privacy.

   _____Y _____N If no, please explain.

2. Student records are maintained in accordance with guidelines established by the federal and/or accreditation agency governing the program.

   _____ Y _____N If no, please explain.

3. Instructors identify specific criteria used to derive students' final grades.

   _____Y _____N If yes, identify these criteria.

   If no, please explain. Attach additional pages if needed.

4. Documentation of students' participation in clinical or training activities outside the College is maintained.

___Y ___N ___NA If yes, identify these records. If no, please explain.

5. The program/department maintains records unique to the specific program.

___Y ___N ___NA If yes, identify these records. If no, please explain.

6. Student records are stored in a secure and safe location.

___Y ___N ___NA If yes, identify the location. If no, please explain.

Describe safety/security procedures.

7. Student work evaluated for credit and records related to that work are maintained in the department\division office for the current and subsequent terms.

___Y ___N ___NA If no, please explain.

8. Transcript evaluation, course substitutions and waivers, and graduation degree plans are processed in a timely manner.

___Y ___N ___NA If no, please explain.

9. Write a narrative analysis summarizing your findings and explaining their implications.

XI. Fair Practice

The program must provide documentation that admission and accessibility are non-discriminatory as defined by the Office of Civil Rights.

Programs which have specialized requirements for admission must be able to document that these admission requirements are based only on those determined to be essential to the program of instruction or for certification.

Grading criteria and any other special course requirements must be given to students in written form the first week of the semester, unless the program has demonstrated cause for the exception.

The program faculty should participate in recruitment and retention, especially with regard to minorities and other target populations, such as physically disabled and educationally disadvantaged.

1. The program follows the College's written policies on accessibility and admission for all targeted groups (handicapped, single parents, sex bias, minorities, women, and Limited English Proficiency(LEP) identified by the Office of Civil Rights. (Circle the appropriate response.)

Never	Seldom	Sometimes	Most of the Time	Always

Attach a copy of these policies, or a written statement which addresses the program's Equal Education Opportunity/Affirmative Action efforts, to this instrument.

2. Arrangements are made to ensure that students with special (physical) needs can enroll in the program.

Never	Seldom	Sometimes	Most of the Time	Always

Describe what arrangements, if any, have been made.

3. Academic requirements for access to the program are <u>only</u> those which can be demonstrated as essential to the program of instruction or for licensure.

Never	Seldom	Sometimes	Most of the Time	Always

List the program's requirements. Attach additional pages if needed.

50
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4. The program has developed a Program Handbook for use by students, faculty, and staff.

___Y ___N ___NA If yes, please attach copy to report. If no, please explain.

5. The program has a written policy governing

a. Withdrawal

___Y ___N ___NA If no, please explain.

b. Re-entry

___Y ___N If no, please explain.

Attach documentation of these policies.

6. The program participates in the College's recruitment effort, particularly with regard to targeted groups, i.e., minorities, women, LEP, physically disabled, educationally disadvantaged.

Never	Seldom	Sometimes	Most of the Time	Always

Describe these recruitment activities and their results.

7. The program has established retention/support services, or makes use of the College's resources that address retention, for targeted groups.

___Y ___N

Describe these retention/support services and their results. Attach additional pages if needed.

8. Program has criteria for grading in **each** course and these criteria are given to students the first week of each term.

___Y ___N If yes, please attach copies to report. If no, please explain.

9. Write a narrative analysis summarizing your findings and explaining their implications.

XII. Program Uniqueness

The program should be able to demonstrate that it is fulfilling an educational need in the Central Texas area. This demonstration might include evidence of transfer to and success in programs of advanced study, job training and/or enhancement of job skills, or employment of graduates in their fields of study.

Equipment-intensive programs must be able to demonstrate the need for the program and have received approval through the appropriate administrative channels for multi-campus instructional locations.

1. The business or service industry for which training is provided is predicted to (does not apply for Arts & Sciences programs)

   ___Grow ___Remain unchanged ___Decline ___NA

2. Other community colleges are offering an associate degree or certificate in this field in surrounding counties.

   ___Y ___N ___NA

   If yes, specify the college(s) and location(s).

3. With regard to the business or service industry, the program's training is (does not apply for Arts & Sciences programs). (Circle the most appropriate response.)

Not at all Important	Somewhat Important	Very Important

4. The program plays a significant role for students furthering their education in this or another area of study.

Not at all significant	Somewhat significant	Very Significant

5. The program has demonstrated the need for instruction at more than one campus location.

   ___Y ___N Please explain.

6. The program has received approval through appropriate administrative channels to offer instruction at more than one campus location.

   ___Y ___N ___NA

7. Write a narrative analysis summarizing your findings and their implications.

XIII. Cost Effectiveness

The program must be able to demonstrate that sound and prudent financial planning have been used. The budget must reflect planning related to educational processes. The program's budget must be supported by the need for education and training in the area of study.

1. List the number of student contact hours developed by all required courses in this program for the past three fiscal years.

   Year_____ Year_____ Year_____

   _____

2. The total budget for the same three years was

   Year_____ Year_____ Year_____

   _____

3. The total tuition and fees generated during the same three years was

   Year_____ Year_____ Year_____

   _____

4. The state reimbursement for the same three years was

   Year_____ Year_____ Year_____

   _____

5. Percent of expenditure projection: Actual/Projected Expenditure

   Year_____ Year_____ Year_____

   _____

6. Program faculty and staff had appropriate participation in the budget development process.

   __Y __N

7. The program maintains a system of budgetary controls.

   __Y __N

8. Budget revisions are communicated by those affected within the program to appropriate administrators.

   __Y __N

9. During the previous three fiscal years, the program's

a. Enrollment has been (please circle)

Decreasing Slightly decreasing Stable Slightly increasing

b. Budget has been

Decreasing Sightly decreasing Stable Slightly increasing

c. Full-time faculty has been

Decreasing Slightly decreasing Stable Slightly increasing

d. Part-time faculty has been

Decreasing Slightly decreasing Stable Slightly increasing

e. Staff has been

Decreasing Slightly decreasing Stable Slightly increasing

10. Write a narrative analysis summarizing your findings and explaining their implications.

XIV. Program Effectiveness

The program must be able to demonstrate effectiveness in attaining program goals and objectives.

Programs should provide evidence that students or graduates in this field of study have demonstrated overall success in achieving their intended goals, such as job enhancement, transfer to and success in fields of advanced study, or personal enrichment.

The following measures will be obtained via the Data Services Office. A comparison will be made with the average of the previous two fiscal years. Within a program, measures will be reported on all sections of individual courses but will be distinguished by On/Off Campus categorization.

1. Retention Rate by Course (total the number of students completing a course identified by the same course number and divide by the total number of students enrolled in these courses):

   Number of Students Who Complete the Course
   Number of Students Who Enrolled in the Course on Official Reporting Date _____

2. Program Retention Rate (total the number of students completing all courses in a program and divide by the total number of students enrolled in courses in the program):

   Number of Students Who Complete Courses in the Program
   Number of Students Who Enroll in Courses in the Program _____

3. Student Success Rate in the course:

   Number of Students Who complete the Course as of reporting date
   Number of Students Who Attain Passing Grades _____

4. Student Success Rate in the Program:

   Number of Students Who Attain Passing Grades in the Program's Course(s) A-D, A-C
   Number of Students Who Complete the Program's Courses A-F _____

5. Annual Contact Hour Enrollment/Projection Ratio:

   Actual Number of Student Contact Hours
   Projected Number of Student Contact Hours _____

6. Annual Headcount Enrollment/Projection Ratio:

   Actual Annual Headcount
   Projected Annual Headcount _____

7. Certificate Seeking Students Awarded Certificates each of last three years:

   Number of Students Awarded Certificates _____ Number of Students Seeking Certificates ____

8. Degrees Awarded (for the program):

   Number of Students Awarded Degrees _____ Number of Students Seeking Degree _____

9. Ratio of Student Transfer (for the program):

Number of Students Who Transfer / Number of Enrolled Students or NA _____

10. List total budget amount for each item below and total for all items 1-4.

1. State reimbursement $_____

2. Tuition and fees $_____

3. Actual expenditures $_____

4. Space Cost[1] $_____

5. Total $_____

11. Ratio of Income to Expenditure (for the program):

a. By campus (show all)

State Reimbursement + Tuition and Fees / Actual Expenditure + Space Cost $_____

b. Total for all campuses

State Reimbursement + Tuition and Fees / Actual Expenditure + Space Cost $_____

12. Ratio of Income to Budget (for the program)

a. By campus (show all)

State Reimbursement + Tuition and Fees / Actual Budget + Space Cost $_____

b. Total for all campuses

State Reimbursement + Tuition and Fees / Actual Budget + Space Cost $_____

---

[1]*Space cost is computed by multiplying the total dedicated and additional square feet by x¢/sq. ft. See attached sheet for various ACC site costs.*

b. Total for all campuses

State Reimbursement + Tuition and Fees $_____
Actual Budget + Space Cost

13. Write a narrative analysis summarizing your findings and explaining their implications.

ATTACHMENT A

Degree	Hours in Major	Hours in Core	Degree Transferability: Does Degree Transfer Yes/No	If No, # Equivalency Hours Accepted	If No, # Elective Hours Accepted	Transfer Institutions*
1						
2						
3						
4						
5						

*

A = University of Texas at Austin
B = Southwest Texas State University
C = University of Houston
D = University of North Texas
E = University of Texas at San Antonio
F = Other

Information on transfer students is being tracked by Data Services. Requests for information should be made to the Office of Institutional effectiveness

ATTACHMENT A

Degree	Hours in Major	Hours in Core	Degree Transferability: Does Degree Transfer Yes/No	If No, # Equivalency Hours Accepted	If No, # Elective Hours Accepted	Transfer Institutions*
1						
2						
3						
4						
5						

*

A = University of Texas at Austin
B = Southwest Texas State University
C = University of Houston
D = University of North Texas
E = University of Texas at San Antonio
F = Other

Information on transfer students is being tracked by Data Services. Requests for information should be may to the Institutional Research Office.

ATTACHMENT B

Full and Part-Time Faculty

	Faculty	
	Full-Time	Part-Time
Total Number of Students Taught	_____	_____
Total Number of Sections Taught	_____	_____
Student/Teacher Ratio (# students/# sections)	_____	_____
Number with PhDs	_____	_____
Number with at least 18 graduate semester hours in teaching field	_____	_____
Number with Masters	_____	_____
Number with at least 18 graduate semester hours in teaching field	_____	_____
Number with Bachelors	_____	_____
Number with Certificates, Licenses, or Corporate Degrees	_____	_____
Compute the full-time:part-time ratio	_____	_____

Note full-time faculty equivalent Rates (FTFE) are:

Full-Time Instructors=	1.0
Department Head=	0.8
Division Chair=	0.3

ATTACHMENT C
Faculty Non-Teaching Activities

Check all that apply	Committee	Activity	Term of Assignment
	Standing Committees		
	Campus Committees		
	Special Projects		
	Professional Organizations		
	Member? ___ Officer? _____		
	Community Service Related to Educational Assignment		
	Student Organization Sponsorship		
	In what professional activity are you participating?		
	Workshop		
	Readings		
	Travel		
	Conference		
	Course Work		
	Other (List)		
	Task Force or Advisory Committee		
	Curriculum Development Assigned by Dean		
	Other (List)		
	Curriculum revision to reflect changing industry needs		
	Advising		
	Mentorship		
	Recruiting		
	Hiring Faculty		
	Job Placement		

ATTACHMENT D

Program Resources

The program's Full-time Equivalency (FTE) for students was _____. Use this number to compute the ratios below. FTE is determined by adding the number of full-time students and the full-time equivalent of part-time students enrolled in the program. (The full-time equivalent of the number of part-time students is determined by adding the number of credit hours taken by all part-time students and dividing that number by twelve.)

	Classroom	Lab	Office
Total	_____	_____	_____
Dedicated square feet	_____	_____	_____
Additional square feet available	_____	_____	_____
Ratio of dedicated sq.ft. to FTE	_____	_____	_____
Ratio of additional sq.ft. to FTE	_____	_____	_____
Adequacy of space	_____	_____	_____

1 = Poor
5 = Great

ATTACHMENT E

Program Resources

Attach a copy of the program's most recent equipment inventory list. (This may be obtained from the Service Center.) Use this list to respond to the following items.

Quality _____

1 = Poor 5 = Great

Currency _____

Number of students with access per week _____

Access level _____

1 = none
2 = posted hours
3 = Anytime

Access hours per week _____

Quantity of this item _____

1 = Need more
2 = Sufficient
3 = Could Share

Idle periods _____

1 = None
2 = Few
3 = Lot

Could be more available _____

1 = No more
2 = Without staff
3 = With Staff

* Include in this inventory, obsolete or inadequate equipment

** Has new or replacement equipment been requested during the past three fiscal years? Please list and provide a status report on these requests.

ATTACHMENT F

Full and Part-Time Faculty Use of College Resources

On the first four items below, please write the number of faculty (full- or part-time) who required students to use these services at least once per semester. On the remaining items, please write the number of faculty who personally used these resources. Please explain if program students are not required to use these resources.

	Faculty	
	Full-Time	Part-Time
STUDENT USE		
Library requirement	_____	_____
CBI requirement	_____	_____
Writing assignment	_____	_____
Testing Center	_____	_____
FACULTY USE		
Used AV equipment	_____	_____
Previewed AV material	_____	_____
Previewed computer software	_____	_____
Used computer personally	_____	_____

ATTACHMENT G

Sample Form for Gathering Data from Faculty Members

This year our program is undergoing a program review. In order to complete many of the reports that are involved as well as to get you started on thinking about the process, please complete the following form and return it to _____ _____ by _____.

1. Your name _____
2. Your highest educational degree/certificate/license_____
3. Total years teaching experience at ACC and other post-secondary institutions (equate part-time experience to full-time experience at the rate of one course = 1/10th full-time year)_____
4. Total years of relevant work non-teaching experience in teaching field. _____
5. Please check all the apply for the past year:

   _____I am pursuing a higher degree.

   _____I have attended ____ conferences, conventions and/or workshops for which ACC provided my travel.

   _____I have published ____ publications.

   _____ have given _____ papers, presentations, and/or speeches.

   _____I have received _____ non-ACC grants.

   _____I have received _____ ACC grants.

   _____I have taken a sabbatical.

   _____I have taken a course at ACC.

   _____I have maintained _____ professional memberships.

   _____I have served as the officer of a professional organization. Provide the name of the office and professional organization._____

   _____I have served on _____ task forces, advisory committees, and other College committees. Please attach list.

6. I give students information on the following resources (check all methods that apply):

	Handout	Speaker	Referral	Other	None
Career Planning Center					
Financial Aid					
Parallel Studies					
Library					
Student Services					
CBI Computer Center					

7. Please check all that apply to the past year:

_____I *required* students to use the library to complete at least one assignment.
_____I *required* students to use the computer-based instruction lab to complete at least one assignment.
_____I *required* at least one writing assignment.
_____I have used audio-visual equipment in my classroom.
_____I have previewed audio-visual aids (tapes/slides).
_____I have reviewed computer software for student use.
_____I have used a computer in by instructional/clerical tasks.

8. I am familiar with and adhere to the guidelines established by the "Family Educational Rights and privacy Acts of 1974" (the Buckley Amendment) governing students' rights to privacy.

_____Y _____N

9. I specify the criteria by which final grades are derived for the students.

_____Y _____N

10. I provide mid-semester grades to my students.

_____Y _____ N

INSTRUCTIONAL PROGRAM REVIEW
Program Review Questionnaire

The statements listed below represent the criteria for the evaluation of a program, as defined in the Instructional Program Review Data Collection Instrument. If a statement is checked "no," a written recommendation should be submitted from the department for that statement. Use "NA" if a statement does not apply to the program being evaluated. As the PRC reviews a program, the committee's chairperson will ensure the form is completed.

I. Curriculum

YES	NO	
____	____	1. The program has written goals and objectives.
____	____	2. The program contributes to the institution's goals.
____	____	3. The data collection instrument lists the degree plan(s) in the program.
____	____	4. Copies of the required courses for each degree plan as it appears in the College Catalog are attached to the DCI.
		5. The program's statement of requirements specifies:
____	____	a. the number and distribution of general credits to be completed.
____	____	b. the minimum and maximum credits to be earned in the major or area of concentration.
____	____	c. the competencies (reading, writing, oral communications, and fundamental mathematical skills) which students must acquire in order to receive each certificate or degree.
____	____	7. The program has been reviewed by its Program Advisory Committee (AC) or Task Force (TF).
____	____	7a. Changes were recommended.
____	____	8. Narrative written.

II. Faculty

YES	NO	
____	____	1. Attachment B was completed.
____	____	2. Teaching experience was listed.
____	____	3. Non-teaching experience was listed.
____	____	4. Full-time faculty in humanities, fine arts, social and behavioral sciences, natural sciences, mathematics and, when taught as pre-baccalaureate courses, education and business administration have completed at least 18 graduate hours in their teaching field.
____	____	5. Part-time faculty in humanities, fine arts, social and behavioral sciences, natural sciences, mathematics and, when taught as pre-baccalaureate courses, education and business administration have completed at least 18 graduate hours in their teaching field.
____	____	6. All full-time faculty (as defined above) hold a master's degree.
____	____	7. All part-time faculty (as defined above) hold a master's degree.
____	____	8. Technical specialty faculty in associate degree programs have bothacademic preparation and work experience.
____	____	9. Developmental Studies faculty hold a bachelor's degree in a field related to their teaching assignment.
____	____	10. Developmental Studies faculty have classroom experience in a field related to their teaching assignment or graduate teaching experience in remedial education.
____	____	11. Exceptions to faculty academic and/or professional preparation requirements have been approved by the Campus Vice President and documentation is maintained in the Human Resources office.
____	____	12. All faculty have been evaluated within the past year.
____	____	13. All part-time faculty are adequately oriented and supervised.
____	____	14. All faculty workloads are consistent with college policy.
____	____	15. Narrative written.

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III. Professional Development

YES	NO	
____	____	1. Attachment C for faculty development completed.
____	____	2. Listed the number of full-time instructors who participated in professional development activities at ACC in the past year.
____	____	3. Listed the number of part-time instructors who participated in professional development activities at ACC in the past year.
____	____	4. Listed the percentage of part-time instructors who attended orientation during the past semester.
____	____	5. The program has a formalized process to inform full and part-time instructors about the College's resources.
		6. Program orientation for new and returning faculty includes information on the following:
____	____	a. Opportunities for mini-grants.
____	____	b. Staff development workshops.
____	____	c. College newsletters.
____	____	d. Professional development materials.
____	____	e. Parallel Studies.
____	____	f. Learning Resource Services.
____	____	g. Student Services.
____	____	h. Importance of mentoring.
____	____	i. Faculty handbook.
____	____	7. All new full-time instructors are assigned a mentor.
____	____	8. All new part-time instructors are assigned a mentor.
____	____	9. The quality of mentoring in the program is evaluated systematically.
____	____	10. Program-specific inservice training is provided within the division for its part-time instructors.
____	____	11. The program provides release time for conference/workshop attendance by its full-time faculty.
____	____	12. The program provides release time for conference/workshop attendance by its part-time faculty.
____	____	13. The program provides travel costs for conference/workshop attendance by its full-time faculty.
____	____	14. The program provides travel costs for conference/workshop attendance by its part-time faculty.

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•___ ____ 15 The program provides opportunities for technology application training

____ ____ 16 Narrative written

IV. Faculty Support Service

YES	NO	
____	____	1a. Listed the classification and corresponding number of staffing table clerical support staff.
____	____	b. Listed the hourly staff/total faculty ratio.
____	____	c. Listed the work-study students/total faculty ratio.
____	____	d. Listed the total number of hours during which lab/teaching assistants work per week.
		2. Rated each of the following:
____	____	a. The program's administrative office space (size).
____	____	b. The program's office space for full-time faculty.
____	____	c. The program's office space for part-time faculty.
____	____	d. Availability of administrative computers for full-time faculty.
____	____	e. Availability of computers for part-time faculty.
____	____	f. Availability of computer support services for faculty.
____	____	g. Adequacy of on-campus duplication services.
____	____	h. Adequacy of duplication services at DAO.
____	____	i. Adequacy of bookstore services.
____	____	j. Adequacy of library or learning resources and instructional support services.
____	____	3. Narrative written.

V. Program Advisory Committee(AC)/Task Force(TF)

YES	NO	
____	____	1. The AC/TF includes members from a representative cross-section of the businesses and industries within the community or state.
____	____	2. Listed the number of times the AC/TF meets during a year.
____	____	3. The AC/TF records and maintains the minutes of each meeting.
		4. AC/TF members
____	____	a. Attend meetings.
____	____	b. Provide information.
____	____	c. Provide advice on current job needs (does not apply for TF).
____	____	d. Provide advice on the relevance of the institution in meeting current job needs (does not apply for TF).
____	____	e. Provide assistance in program evaluation.
		5. AC/TF recommendations have influenced decisions about
____	____	a. Content of program.
____	____	b. Standardized syllabi.
____	____	c. First day handouts.
____	____	d. Sequencing of courses.
____	____	e. Program modification.
____	____	f. Teaching methodology.
____	____	g. Instructional materials.
____	____	h. Textbook choices.
____	____	i. Laboratory equipment.
____	____	j. Student employability/transferability.
____	____	k. Student assessment.
____	____	l. Student placement.
____	____	m. Student advisement.
____	____	6. The AC/TF has helped extend the program into the community.

7. The AC/TF supports the program by influencing (does not apply for TF)

____ ____ a. Donations of equipment.

____ ____ b. Money from their respective companies.

____ ____ c. Other.

8. Full-time faculty members participate in AC/TF

____ ____ a. Activities.

____ ____ b. Recommendations.

____ ____ c. Other.

____ ____ 8. Narrative written.

VI. Program Evaluation

The following is for vocational-technical programs only:

YES	NO	
____	____	1. The program has formal mechanism(s) of program evaluation by students other than the annual student evaluation of full-time and part-time faculty.
____	____	2. The program has a formal graduate evaluation system.
____	____	3. The program surveys employers of graduates.
____	____	4a. The percentage of graduates who are employed in this field within six (6) months of graduation is listed.
____	____	4b. The average pay rate/hour for the program's graduates is listed.
____	____	5. Accrediting agency and current accreditation status of the program (if applicable) listed and explained.
____	____	6. Listed the number and percent of graduates who have passed licensure or certification exams for the past three years (if applicable).

The following is only for programs receiving Perkins funds:

*____	____	1. Did this program receive Perkins funds for improvement?
*____	____	2. Evidence has been provided that the program has achieved its program improvement goals.
*____	____	3. Reason for program's identification for improvement is listed.
*____	____	4. Areas where program provides access and equitable participation of special populations are identified.
____	____	5. Narrative written.

VII. Program Resources

YES	NO	
____	____	1. Completed Attachment D on program resources.
____	____	2. There are "standards" for adequate space for this discipline.
____	____	3. Completed Attachment E concerning the program's instructional equipment.
____	____	4. Rated the amount budgeted for equipment which is essential to the program.
____	____	5. Rated the amount budgeted for equipment repairs during the previous three fiscal years.
____	____	6. Rated the amount budgeted for supplies to support the program during the previous three fiscal years.
____	____	7. Supplies are kept in a secure location.
		8. The program's staff is able to track
____	____	a. Access to supplies.
____	____	b. Number of supplies used.
____	____	c. Reorder point for supplies.
____	____	d. Inventory of supplies.
____	____	9. Attached a copy of the program's budget for the current and last fiscal year.
____	____	10. Described suggestions and needs in the five (5) areas listed.
____	____	11. Narrative written.

VIII. Use of College Resources

YES	NO	
		1. Indicated how the program's instructors give students information on the following resources.
____	____	Career Planning Center
____	____	Financial Aid.
____	____	Parallel Studies.
____	____	Library.
____	____	Student Services.
____	____	CBI Computer Center.
____	____	2. Completed Attachment F on the use of college resources.
____	____	3. Narrative completed.

IX. Safety

YES	NO	
____	____	1. Sufficient number of work stations exists for all enrolled students (if applicable).
____	____	2. Safety guards, emergency shut-off switches, and other safety features are found on all operating equipment.
____	____	3. Emergency exits are well marked and convenient for all individuals, including physically disabled students.
____	____	4. Fire extinguishers and other safety equipment are well marked and accessible for all individuals.
____	____	5. Safety glasses, apron, insulated gloves, latex gloves, face masks, etc., are used by students, staff, clients, and visitors during the use of hazardous equipment or materials.
____	____	6. Hazardous wastes are disposed of in an approved manner.
____	____	7. Equipment is inspected as required by local safety standards.
____	____	8. Safe storage is provided for supplies, tools, and equipment.
____	____	9. Fire drill procedures are posted.
____	____	10. Acoustics, ventilation, and lighting are adequate for student learning and health.
____	____	11. Safety procedures are reviewed annually and improved when necessary.
____	____	12. Tools, equipment, and supplies are in good working condition.
____	____	13. Tools, equipment, and supplies are comparable to those found in the occupation for which the students are being prepared.
____	____	14. Location and availability of locker, lavatory, and other program facilities facilitate enrollment by male, female, or physically disabled students.
____	____	15. Narrative written.

X. Student Records

YES	NO	
____	____	1. Instructors and staff are familiar with and adhere to the guidelines established by the "Family Educational Rights and Privacy Acts of 1974" (the Buckley Amendment) governing students' rights to privacy.
____	____	2. Student records are maintained in accordance with guidelines established by the federal and/or accreditation agency governing the program.
____	____	3. Instructors identify specific criteria used to derive students' final grades.
____	____	4. Documentation of students' participation in clinical or training activities outside the College is maintained.
____	____	5. The program/department maintains records unique to the specific program.
____	____	6. Student records are stored in a secure and safe location.
____	____	7. Narrative written.

XI. Fair Practice

YES	NO	
____	____	1. The program follows the College's written policies on accessibility and admission for all targeted groups identified by the Office of Civil Rights, i.e. handicapped, single parents, sex bias, minorities, Limited English Proficiency (LEP), and women.
____	____	2. Attached a copy of these policies, or a written statement which addresses the program's Equal Education Opportunity/Affirmative Action efforts, to this instrument.
____	____	3. Arrangements are made to ensure that students with special (physical) needs can enroll in the program.
____	____	3a. Described what arrangements, if any, have been made.
____	____	4. Academic requirements for access to the program are only those which can be demonstrated as essential to the program of instruction or for licensure.
____	____	5. Listed the program's requirements.
____	____	6. The program has developed a Program Handbook for use by students, faculty, and staff.
____	____	7a. The program has a written policy governing withdrawal.
____	____	7b. The program has a written policy governing re-entry.
____	____	8a. The program participates in the College's recruitment effort, particularly with regard to targeted groups, i.e., minorities, women, LEP, physically disabled, educationally disadvantaged.
____	____	8b. Described these recruitment activities and their results.
____	____	9a. The program has established retention/support services, or makes use of the College's resources that address retention, for targeted groups.
____	____	9b. Described these retention/support services and their results.
____	____	10. Narrative written.

XII. Program Uniqueness

YES	NO	
____	____	1. Growth potential for the business or service industry for which training is provided is rated (does not apply for Arts & Sciences programs).
____	____	2. Listed any other community colleges are offering an associate degree or certificate in this field in surrounding counties.
____	____	3. Rated the program's training with regard to the business or service industry (does not apply for Arts & Sciences programs).
____	____	4. The program plays a significant role for students furthering their education in this or another area of study.
____	____	5. Program has demonstrated the need for instruction at more than one campus location.
____	____	6. Program has received approval through appropriate administrative channels to offer instruction at more than one campus location.
____	____	7. Narrative written.

XIII. Cost Effectiveness

YES	NO	
____	____	1. Listed the number of student contact hours developed by all required courses in this major for the past three fiscal years.
____	____	2. Listed the total budget for the same three years.
____	____	3. Listed the total tuition and fees generated during the same three years.
____	____	4. Listed the state reimbursement for the same three years.
____	____	5. Calculated percent of expenditure projection: Actual/Projected Expenditure.
____	____	6. The program's budget is planned in accordance with educational planning processes.
____	____	7. The program maintains a system of budgetary controls.
____	____	8. Budget revisions are communicated by those affected within the program to appropriate administrators.
____	____	9. Described the program's changes in enrollment for the previous three fiscal years.
____	____	10. Described the program's changes in the budget for the previous three fiscal years.
____	____	11. Described the program's changes in full-time faculty for the previous three fiscal years.
____	____	12. Described the program's changes in part-time faculty for the previous three fiscal years.
____	____	13. Described the program's changes in staff for the previous three fiscal years.
____	____	14. Narrative written.

XIV. Program Effectiveness

YES	NO	
____	____	1. Retention rate by course calculated.
____	____	2. Program retention rate calculated.
____	____	3. Student success rate in the course calculated.
____	____	4. Student success rate in the program calculated.
____	____	5. Actual annual contact hour enrollment/projected enrollment ratio calculated.
____	____	6. Actual annual headcount enrollment/projected ratio calculated.
____	____	7. Number of certificate-seeking students awarded certificates each of last three years listed.
____	____	8. Number of degrees awarded (for the program) listed.
____	____	9. Ratio of student transfer(for the program) calculated.
		10. Listed total program amount for each item below
____	____	a. State reimbursement.
____	____	b. Tuition and fees.
____	____	c. Total program income.
____	____	d. Program budget.
____	____	e. Actual expenditures.
____	____	f. Space cost.
____	____	g. Total actual outlay.
____	____	h. Total budgeted outlay.
		11. Ratio of income to expenditure for the program calculated
____	____	a. By location.
____	____	b. Total for all locations.
		12. Ratio of income to budget for the program calculated.
____	____	a. By location.
____	____	b. Total for all locations.
____	____	13. Narrative written.

XV. External Agreements

YES	NO	
*___	____	1. The program is included in a technical preparation agreement, and evidence is provided to support this claim.
*___	____	2. The program is included in a transfer articulation agreement with a university, and evidence is provided to support this claim.
*___	____	3. The program is included in advanced placement with the local high schools, and evidence is provided to support this claim.
*___	____	4. The program is included in collaboration with other local work force development agencies or organizations, and those are listed.
*___	____	5. Narrative written.

XVI ATTACHMENTS COMPLETED

YES	NO	
____	____	Attachment A: Degree Transferability
____	____	Attachment B: Full and Part-time Faculty
____	____	Attachment C: Faculty Non-Teaching Activities
____	____	Attachment D: Program Resources
____	____	Attachment E: Program Resources
____	____	Attachment F: Full and Part-time Faculty Use of College Resources
____	____	Attachment G: Sample Form for Gathering Data from Faculty Members